

Consumer Name: **SAMPLE COPY**
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Consumer ID: **Contact**
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Daily Living Activities (DLA-20©): Youth Mental Health (Ages 6-18)

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Instructions: Using the scale below, rate how often or how well the youth independently performed (or assisted as age-appropriate) each of the 20 Activities of

Daily Living (ADLs) during the last 30 days. If the youth's level of functioning varied, rate the lowest possible score. Consider impairments in functioning due to physical limitations as well as those due to mental impairments. Do not consider environmental limitations (e.g., "no appropriate school or housing available"). A score of 5 to 7 indicates functioning "within normal limits" (WNL) for that activity. Enter N/A if the activity was not assessed. Do not rate more than 5 items N/A. Columns allow for 5 re-assessments.

1 None of the time; Restricted in DLA; Pervasive, continuous intervention required- ADL is Dysfunctional, Disabling impairment	2 Almost never; Concern for danger to self/other or Not functional for age group in gen.pop.; Severe Impairments	3 Occasionally; Functioning may depend on continuous prompts/ structure or support; Substantial	4 Some of the time; marginal independence Low level of moderate support; Serious Impairment	5 (WNL) A good bit of time; Independent with age-appropriate expected supports; Minimal problems in school, socially, job.	6 (WNL) Most of the time; Independent with intermittent support or follow- up; Periodic transient concerns	7 (WNL) All of the time; Optimal strength & independent asset; <u>no problem or concerns in selected ADL</u>								
ACTIVITIES	Examples of age-appropriate strengths in WNL behaviors (Scores 5-7)				Initial	Date2	Date3	Date4	Date5					
1. Health Practices	Assist or manage adequate weight, moods, outdoor exercise, aches and pains; take medications or over the counter drugs only with adult supervision.													
2. Housing Stability & Maintenance	Housing is stable and youth contributes to stability in the home (age-appropriate): respect others & property, share in chores, involve caretakers in school-related projects, grades													
3. Communication	Greets adults; listens, expresses feelings, anger, opinions effectively													
4. Safety	Play it safe? Avoid guns, knives, matches, dangerous people or places where there is a likely trouble or abuse potential; if driving, has safe record													
5. Managing Time	Assist or manage time for promptly, regularly attending school & work (age appropriate); routinely completes tasks, sleep and wakeup and mealtime on regular basis?													
6. Managing Money	Reliably handles or manage monetary allowance: abstains from overspending personal limits, betting, stealing and borrowing?													
7. Nutrition	Eat at least 2 basically nutritious meals with caretakers; eat healthy snacks that reasonably limit sugar and caffeine?													
8. Problem Solving	Understand presenting problems, reasons for seeking services; focus on possible solutions for age-appropriate time periods; assist or manage difficult situations?													
9. Family Relationships	Feel close to at least one other person at home; get along with family or caretakers, feel loved?													
10. Alcohol/ Drug Use	Abstain from smoking cigarettes, drinking alcohol, doing drugs or inhalants or any kind; avoid high risk drinking situations & people who do drugs?													
11. Leisure	Enjoy 2 or more fun & relaxing activities: musical instruments, music, watching or playing sports, reading, computer or board games, cards, artistic hobbies, movies, TV?													
12. Community Resources	Use community activities, resources such as after-school sponsored tutoring, clubs, sports, scouts, YM/YWCA, library, church, dances?													
13. Social Network	Make, keep same-age friends; avoid bullying, gangs, cults, antisocial groups?													
14. Sexuality	Reports sexually responsible behaviors with girls, boys (and age-appropriate)? Educated and avoids sexual activities, infections, pregnancy?													
15. Productivity	Feel good about performance at school, consider grades to be good, complete school projects without undue difficulty. Have vocational goals?													
16. Coping Skills	Accept adult correction without undue arguing, temper outburst; tolerate frustration.													
17. Behavior Norms	Control threatening or physical expression of anger, violent behavior, either to self or others, to property. Law abiding, responsible with school, community rules, driving car.													
18. Personal Care, Hygiene	Help or manage general cleanliness: daily bath, shower, brush teeth													
19. Grooming	Assist or manage general appearance: hair, shave, comply with school rule													
20. Dress	Assist or responsibly care for clean clothes, comply with school dress code													
Scoring Instructions: If all 20 DLAs are rated, sum column and take ½ for estimated CGAS or Step 1. Add scores from applicable column. Step 2. Divide sum by number of activities actually rated. This is the average DLA score. Step 3. To estimate CGAS, multiply the average DLA score by 10. Compare to Axis V and Lower GAF if consumer is symptomatic. Step 4. +/- Change Score: subtract initial average DLA score (R1) from most recent rating (R2-R5).					Sum 1-20									
					Average DLA									
					DLA=Est. CGAS									
					Change Score									

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Children's Global Assessment Scale (Axis 5, DSMIV-TR) CGAS

DLA (est. CGAS+3 pts) correlates with CGAS. Rate the lowest possible score! Code global functioning from superior (99) to grossly impaired (1) as described below. Consider impairments in functioning due to physical limitations as well as those due to mental impairments. Do not consider environmental limitations such as "no appropriate school," "no job," "no wheelchair," etc.

1 – 10 Needs constant supervision (24 hr care) to prevent hurting self or others:

Severely aggressive or self-destructive behavior, or gross impairment in reality.

11 – 20 Some danger - Needs considerable supervision:

Frequently violent, repeated suicide attempts, or failure to maintain personal hygiene as age appropriate, or gross impairment in all forms of communication.

21 – 30 Inability to function in almost all areas:

Multiple, debilitating symptoms; serious impairment in communication (sometimes incoherent or inappropriate).

31 – 40 Major impairment in several functional areas (2+):

Disturbed at home, school, with peers or in society at large – persistent aggression, markedly withdrawn and isolated behavior due to mood, thought disturbance, suicide attempts with clear lethal intent; often requires special schooling/hospitalization.

41 – 50 Serious symptoms/serious functional impairments:

Symptoms/impairments interfere in most social functioning or severe impairment of functioning in one: suicidal preoccupations, ruminations, school refusal and anxiety, obsessive rituals, major conversion symptoms, frequent anxiety attacks, poor or inappropriate social skills, frequent episodes of aggressive, antisocial behavior.

For short-term Outpatient Counseling or D/C planning, consider 51-70

51-60 Variable functioning with sporadic difficulties or symptoms:

Symptoms/difficulties in several but not all social areas; disturbance would be apparent to those who encounter the child in a dysfunctional setting or time, but not otherwise.

61 – 70 Some difficulty in single areas but otherwise functioning optimally:

Sporadic, isolated antisocial acts, playing hooky, petty theft; consistent minor difficulties with school work; mood changes of brief duration, fears and anxieties which do not lead to gross avoidance behavior; self-doubts; has some interpersonal relationships.

Optimal functioning – 71-90

71 – 80 No more than slight impairment in functioning at home, school, or with peers:

Some disturbance of behavior or emotional distress may be present in response to life stresses (e.g., parental separations, death), but these are brief and transient.

81 – 90 Good functioning in all areas:

Safe and Secure in family, school and with peers; transient difficulties occasionally get out of hand (e.g., mild anxiety or occasional blowups with parents, siblings, peers).

91 – 100 Superior functioning in all areas:

Functioning well in home, school, community, with peers; many interests, likeable, confident in school.

Review Date 1 Rater's Signature (include credentials)	Date	Time (AM/PM)
Review Date 2 Rater's Signature (include credentials)	Date	Time (AM/PM)
Review Date 3 Rater's Signature (include credentials)	Date	Time (AM/PM)
Review Date 4 Rater's Signature (include credentials)	Date	Time (AM/PM)
Review Date 5 Rater's Signature (include credentials)	Date	Time (AM/PM)